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ABSTRACT

In 1983, the San Jose/Evergreen Community College District Board of Trustees asked that all courses be given appropriate levels of reading, writing, and math prerequisites. Minimum competencies (generally 9th grade English reading and writing skills) were assigned to almost all district courses. A study was conducted to determine the degree to which reading and writing skill prerequisites were related to success in history courses, and the degree to which success was related to satisfying these prerequisites by coursework compared to placement testing. The history program was chosen because it contained courses required for graduation, because students in history have traditionally received a broad range of grades, and because history instructors thought that 9th grade reading and writing skills were not sufficient to perform adequately in history classes. Study findings, based on the grades of all 1,632 students enrolled in history courses in fall 1987, included the following: (1) the higher the prerequisite level, the greater the student's chance of receiving an A, B, or C grade; (2) students who completed Freshman Composition had a 49% chance of earning an A or B grade in their history courses; and (3) students who entered history courses having fulfilled prerequisites through coursework were more apt to succeed than those who met prerequisites taking placement tests. (AJL)

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PREREQUISITES AND SUCCESS IN HISTORY COURSES IN THE SAN JOSE/EVERGREEN COMMUNITY COLLEGE DISTRICT

by

Jon Kangas and Joanne Landers

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Institutional Research Report #74
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Abstract

Prerequisites and Success in History Courses in the San Jose/Evergreen Community College District

by Jon Kangas and Joanne Landers

January 22, 1989

In January 1983, the San Jose/Evergreen Community College District Board of Trustees asked that all courses be given appropriate levels of reading, writing, and math prerequisites. The current research was conducted to determine the degree to which reading and writing skills prerequisites related to success in History courses at both Evergreen Valley College and San Jose City College and the degree to which success was related to satisfying these prerequisites by coursework compared to entering History by scoring high enough on the district's placement test.

The findings were as follows for all students in History courses (N = 1632):

1. The higher the prerequisite level, the greater the student's chance of success (defined as an A, B, C grade). To ensure that students would have greater than a 50% chance of succeeding in History courses would require a a Level 3 prerequisite.

Level	Definition	N	% Successful
4	Completion of Freshman Comp. (1A)	533	77%
3	Completion of 1 Level Below 1A	570	62%
2	Completion of 9.9th grade reading skills and paragraph writing skills (current prerequisite level)	362	43%
1	Completion of 6.9th grade reading skills	145	41%
0	Below 6.9th grade reading skills	22	36%

2. The higher the prerequisite level, the more likely the student was to have achieved an A or B grade. If a student wanted nearly a 50% chance (49%) of receiving an A or B grade, Level 4 (English 1A) would be needed prior to taking History courses.

Level	% A or B Grades	Level	% A or B Grades
4	49%	1	12%
3	32%	0	9%
2	18%		

3. Students who entered History courses having met skills prerequisites through coursework were more apt to succeed than those meeting the basic skills prerequisites by way of taking a placement test. It should be noted that students with basic skills coursework were also apt to have other coursework in college. Students placing into History by way of a test were often first time students.

Method of Entry	% Successful	% Nonsuccessful	% Noncompleters
Test	52%	23%	24%
Course	67%	16%	17%

PREREQUISITES AND SUCCESS IN HISTORY COURSES IN THE SAN JOSE/EVERGREEN COMMUNITY COLLEGE DISTRICT

by

Jon Kangas and Joanne Landers

January 22, 1989

I. BACKGROUND

A. Establishment of Prerequisites

In January 1983, the San Jose/Evergreen Community College District Board of Trustees asked that all courses be given appropriate levels of reading, writing, and math prerequisites.

A conference committee of the two curriculum committees in the district assigned minimal reading and writing prerequisites to almost all courses in the district including History courses. Completion of 9th grade reading skills and paragraph writing skills (Level 2) were the most common skills established as prerequisites.

It was recognized that for many college level courses, these skills would be minimal. It was decided to start low and then conduct research to determine whether higher levels would be appropriate.

The current research was conducted to determine the degree to which various levels of English reading and writing prerequisites were related to success in History courses.

Since level prerequisites could be met either by completion of reading and/or writing courses or by appropriate test scores, it was important to determine whether these two methods resulted in different success rates.

B. Research Questions

1. Did English Reading and Writing Levels relate to success and nonsuccess in History classes during the Fall of 1987?

2. Did placement based on test scores relate to success and nonsuccess in History classes differently than placement based on completion of prerequisite courses during the Fall of 1987?

II. METHODOLOGY

A. Selection of Courses

All courses in the San Jose/Evergreen Community College District for Fall 1987 that began with 'History' were chosen for the current research. These included:

History 17A History of the U. S.
History 17B History of the U. S.
History 1 Survey of American History
History 10B Western Culture
History 21 Afro-American History
History 22 Mexican American History
History 24 American Indian History
History 66 Introduction to Modern Russian History

'History' was chosen because it contained courses required for graduation, because students in History have traditionally received a broad range of grades, and because instructors in History have thought that completion of 9th grade reading and writing skills was not sufficient to perform adequately in History classes.

B. The following information was gathered for each section of History offered at San Jose City College and Evergreen Valley College:

1. Grade in class

2. Success/Nonsuccess/Noncompletion

3. Whether entry was by test score or course completion

4. English levels as follows:

Level 0 = student tested at less than 6.9th grade reading skills

Level 1 = completion of 6.9th grade reading skills

Level 2 = completion of 9.9th grade reading skills and paragraph writing skills

Level 3 = completion of writing course 1 level below English 1A

Level 4 = completion of Freshman Composition

C. Analysis of Results

1. Chi Squares were computed between predictor and outcome variables as appropriate.

2. Tables and Graphs were constructed to illustrate the data analyzed.

III. **RESULTS FOR QUESTION #1: DO ENGLISH READING AND WRITING LEVELS RELATE TO SUCCESS AND NONSUCCESS IN HISTORY CLASSES?**

A. HISTORY 17A: HISTORY OF THE U. S.

1. History 17A: Success, Nonsuccess (excluding W and I grades) and Noncompletion (W and I grades) for those above and below the prerequisite level.

	SUCCESS	NONSUCCESS (EXCL. W & I)	NONCOMPLETION (W & I)
LEVEL 2 & ABOVE	N = 235	N = 59	N = 97
	% = 60	% = 15	% = 25
BELOW LEVEL 2	N = 16	N = 11	N = 15
	% = 38	% = 26	% = 36

Chi Square = 7.80 significant at the .025 level.

Contingency coefficient = .13

Comments

Students in History 17A who are at or above Level 2 compared to those below are:

1. Much more apt to succeed

   60% to 38%

2. Less likely to receive letter grades other than A, B, C

   15% to 26%

3. Less likely to withdraw

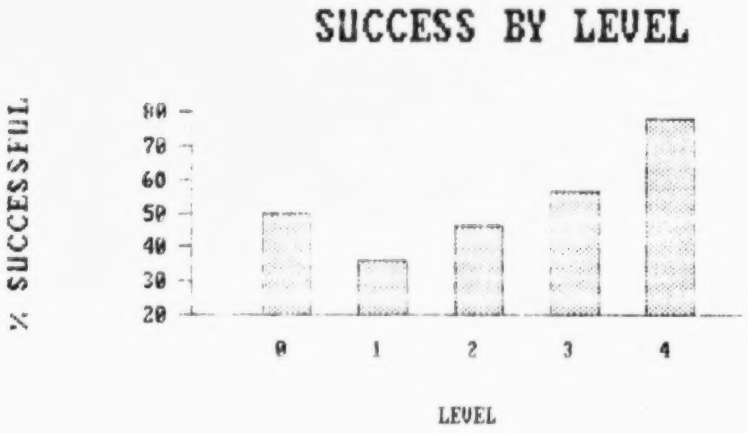
   25% to 36%

2. History 17A: Success by Level

LEVEL	% SUC	% NONSUC (D, F, NC)	% NONCOMPL (W & I)
0	50	0	50
1	36	31	33
2	46	20	34
3	56	15	29
4	78	12	11

Chi Square = 37.51 significant at the .001 level.

Contingency coefficient = .28



Comments

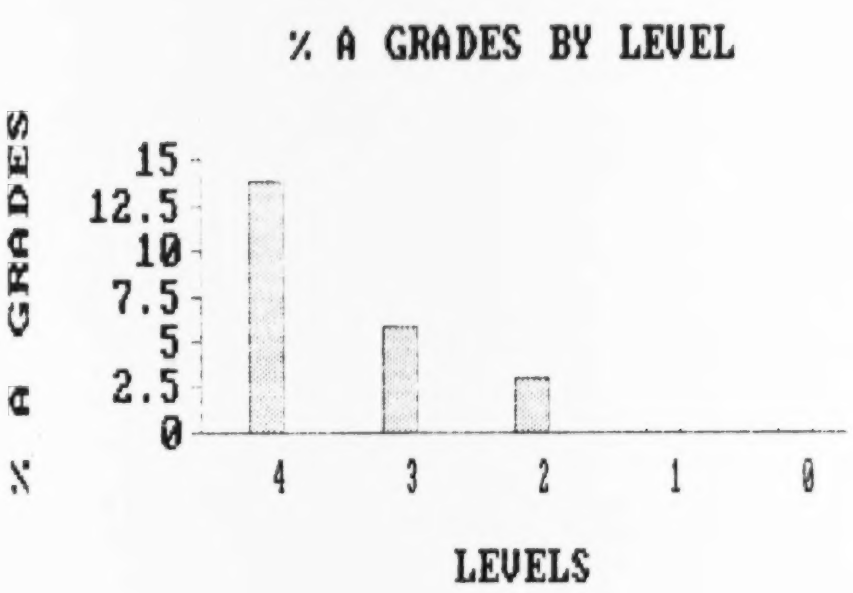
The higher the reading and writing level, the more likely a student was to have succeeded in History 17A.

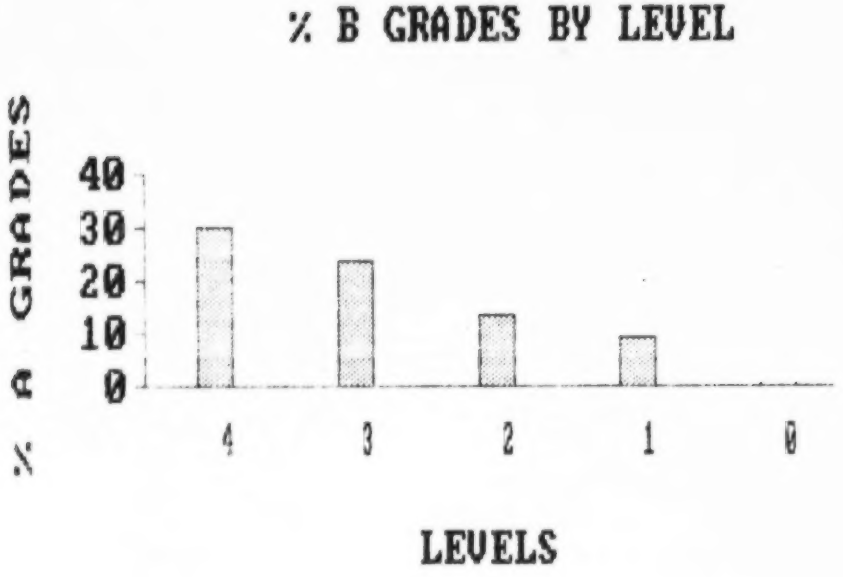
The Level 0 students who scored below 6.9th grade level skills had a slightly elevated success rate. The small N = 5 obscures the meaning of this data.

3. History 17A: Grades by Level

GRADES BY LEVEL

LEVEL	# A	% A	# B	% B	# C	% C	# D	% D	# F	% F	# W&I	% W&I	TOT #	TOT %
4	17	14	37	30	40	33	13	11	2	2	14	11	123	100
3	10	6	40	23	47	27	12	7	12	7	51	30	172	100
2	3	3	13	13	30	30	10	10	8	8	35	35	99	100
1	0	0	3	9	9	28	5	16	5	16	10	31	32	100
0	0	0	0	0	3	60	0	0	0	0	2	40	5	100





Comments

Students at higher reading and writing levels taking History 17A definitely had higher proportions of A and B grades as follows:

Level	A	B	A + B
Level 4	17%	37%	54%
Level 3	10%	40%	50%
Level 2	3%	13%	16%
Level 1	0%	3%	3%
Level 0	0%	0%	0%

Sixteen percent (16%) of the students who met only the minimum prerequisite of Level 2 received A and/or B grades.

Only 3% of students below the minimum prerequisite had an A or B grade.

B. HISTORY 17B: HISTORY OF THE U. S.

1. History 17B: Success, Nonsuccess (excluding withdrawals and noncompletes), and Noncompletion (withdrawals and noncompletes) for those above and below the prerequisite level.

	SUCCESS	NONSUCCESS (EXCL. W & I)	NONCOMPLETION (W & I)
LEVEL 2 & ABOVE	N = 371	N = 140	N = 127
	% = 58	% = 22	% = 20
BELOW LEVEL 2	N = 13	N = 26	N = 15
	% = 24	% = 48	% = 28

Chi Square = 26.17 significant at the .001 level.

Contingency coefficient = .19

Comments

Students in History 17B who are at or above Level 2 compared to those below are:

1. More apt to succeed

   58% to 24%

2. Less likely to receive letter grades other than A, B, C

   22% TO 48%

3. Less likely to withdraw

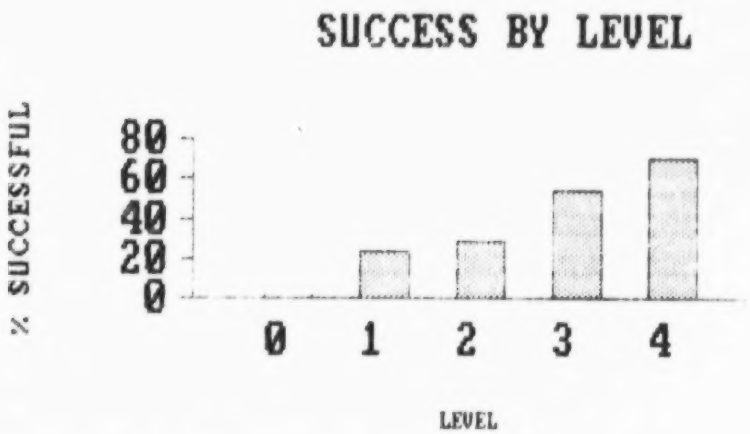
   20% TO 28%

2. History 17B: Success by Level

LEVEL	% SUC	% NONSUC (D, F, NC)	% NONCOMPL (W & I)
0	0	60	40
1	23	50	27
2	29	35	36
3	54	25	22
4	70	16	14

Chi Square = 75.94 significant at the .001 level

Contingency coefficient = .34

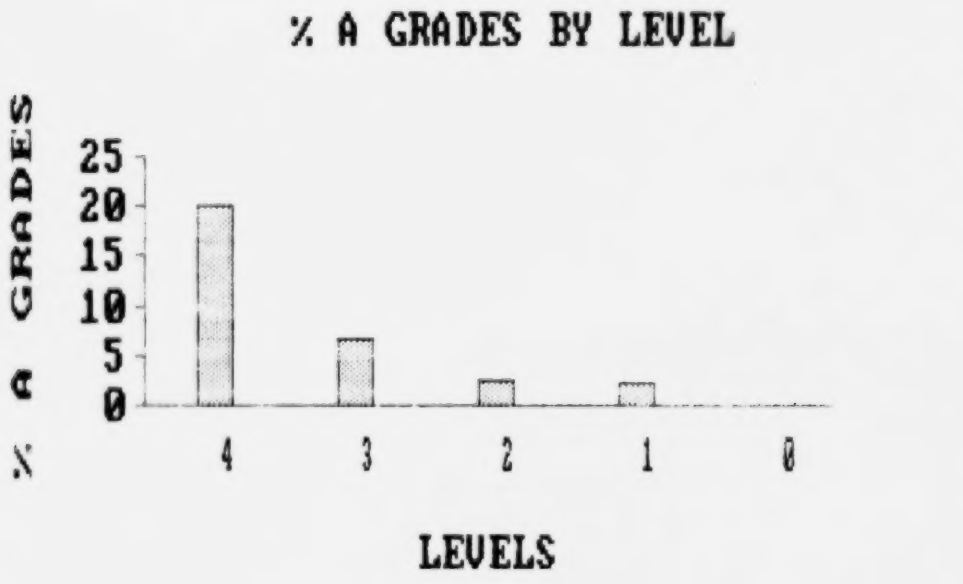


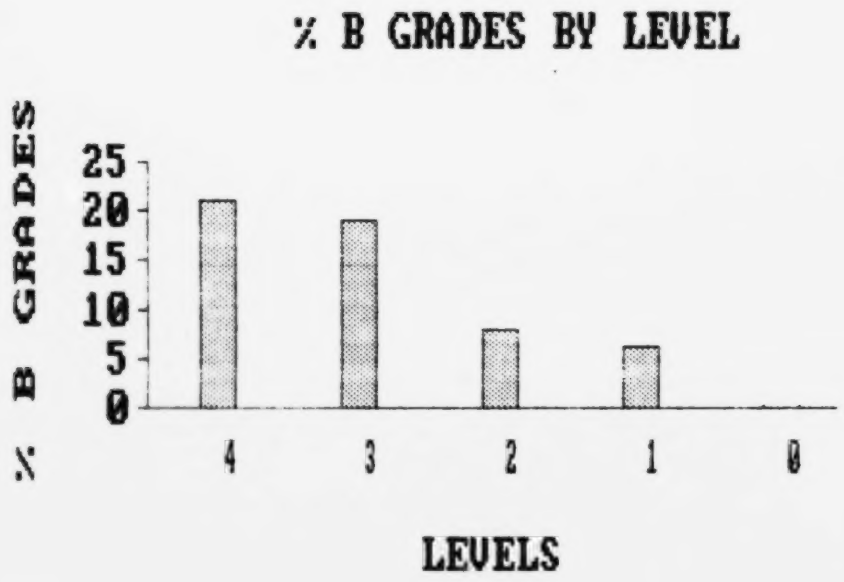
Comments

The higher the reading and writing level, the more likely a student is to succeed in History 17B.

3. History 17B: Grades by Level

	GRADE															
LEVEL	# A	% A	# B	% B	# C	% C	# D	% D	# F	% F	# W&I	% W&I	TOT #	TOT %
4	51	20	53	21	76	30	26	10	12	5	34	13	252	100
3	16	7	46	19	78	32	29	12	25	10	48	20	242	100
2	3	2	10	8	28	22	22	17	22	17	43	34	128	100
1	1	2	3	6	9	18	8	16	15	31	13	27	49	100
0	0	0	0	0	0	0	0	0	3	60	2	40	5	100





Comments

Students at higher reading and writing levels definitely had higher proportions of A and B grades as follows:

Level	A	B	A + B
Level 4	20%	21%	41%
Level 3	7%	19%	26%
Level 2	2%	8%	10%
Level 1	2%	6%	8%
Level 0	0%	0%	0%

Ten percent (10%) of the students who met only the minimum prerequisite of Level 2 received A and/or B grades.

Only 8% of students below the minimum prerequisite received A and/or B grades.

C. HISTORY 1: SURVEY OF AMERICAN HISTORY

1. History 1: Success, Nonsuccess (excluding withdrawals and noncompletes), and Noncompletion (withdrawals and noncompletes) for those above and below the prerequisite level.

	SUCCESS	NONSUCCESS (EXCL. W & I)	NONCOMPLETION (W & I)
LEVEL 2 & ABOVE	N = 229	N = 62	N = 46
	% = 68	% = 18	% = 14
BELOW LEVEL 2	N = 30	N = 13	N = 7
	% = 60	% = 26	% = 14

Chi Square = 1.71 (not statistically significant).

A value of 6.0 is needed for .05 level.

Contingency coefficient = .07

Comments

Students in History 1 who are at or above Level 2 compared to those below are:

1. More apt to succeed

   68% TO 60%

2. Less likely to receive letter grades other than A, B, C

   18% to 26%

3. Equally likely to withdraw

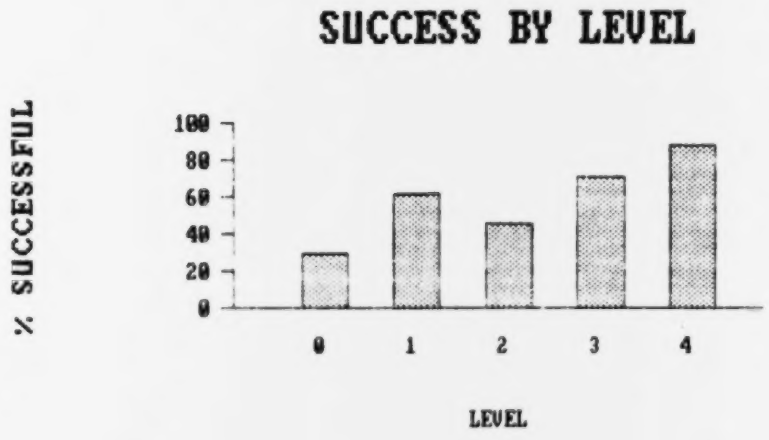
   14% to 14%

2. History 1: Success by Level

LEVEL	% SUC	% NONSUC (D, F, NC)	% NONCOMPL (W & I)
0	29	43	29
1	61	27	11
2	45	33	22
3	71	17	13
4	88	4	9

Chi Square = 54.92 significant at the .001 level

Contingency coefficient = .35



Comments

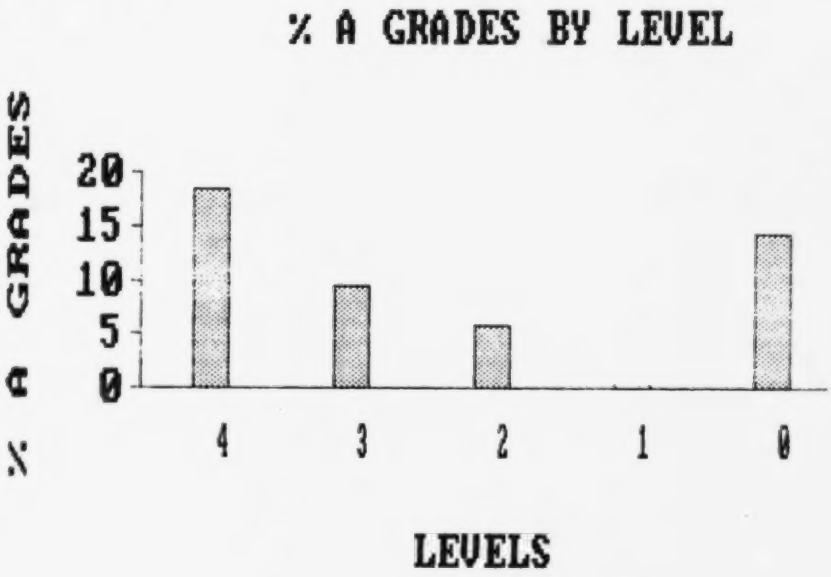
The higher the reading and writing level, the more likely a student is to succeed in History 1.

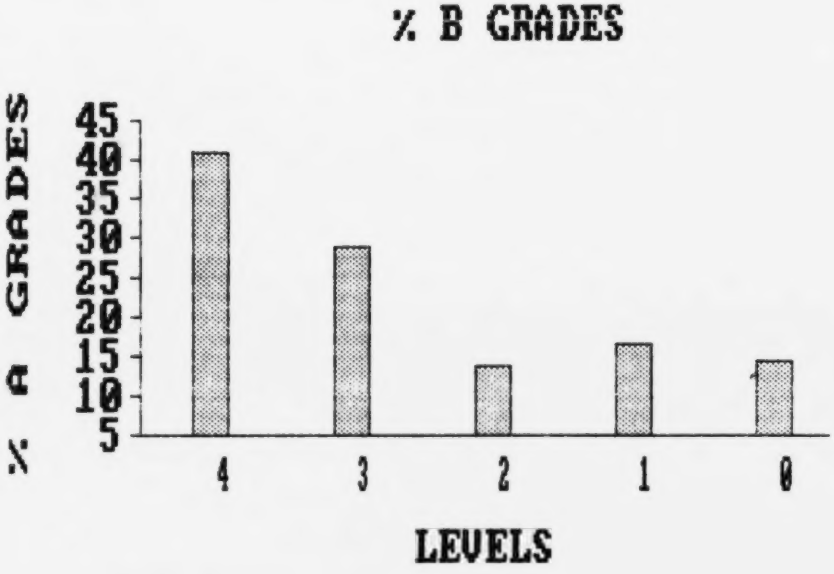
The N = 12 for Level 1 students may have some bearing on its higher success rate than Level 2.

3. History 1: Grades by Level

GRADES BY LEVEL

LEVEL	# A	% A	# B	% B	# C	% C	# D	% D	# F	% F	# W&I	% W&I	TOT #	TOT %
4	21	18	47	41	28	25	4	4	2	2	12	11	114	100
3	12	9	37	29	42	33	6	5	15	12	16	13	128	100
2	6	6	14	13	26	25	12	12	24	23	22	21	104	100
1	0	0	7	16	21	49	5	12	5	12	5	12	43	100
0	1	14	1	14	1	14	1	14	1	14	2	29	7	100





Comments

Students at higher reading and writing levels definitely had higher proportions of A and B grades as follows:

Level	A	B	A + B	N
Level 4	18%	41%	59%	114
Level 3	3%	29%	32%	128
Level 2	6%	13%	19%	104
Level 1	0%	16%	16%	43
Level 0	14%	14%	28%	7

Only 20% of the students who met only the minimum prerequisite of Level 2 received A and/or B grades. One (1) of seven students (14%) at Level 1 received A + B grades and one of seven (14%) of students below Level 1 received A + B grades.

Even Level 3 students only succeeded at a rate of 32% while the Level 4 students succeeded at 59%. Clearly, the higher reading and writing skills relate to higher grades in History 1.

D. HISTORY 21: AFRO-AMERICAN HISTORY

1. History 21: Success, Nonsuccess (excluding withdrawals and noncompletes), and Noncompletion (withdrawals and noncompletes) for those above and below the prerequisite level.

	SUCCESS	NONSUCCESS (EXCL. W & I)	NONCOMPLETION (W & I)
LEVEL 2 & ABOVE	N = 27	N = 7	N = 1
	% = 77	% = 20	% = 3
BELOW LEVEL 2	N = 6	N = 8	N = 2
	% = 38	% = 50	% = 13

Chi Square = 7.76 significant at the .025 level.

Contingency coefficient = .36

Comments

Students in History 21 who are at or above Level 2 compared to those below are:

1. Much more apt to succeed

   77% to 38%

2. Much less likely to receive letter grades other than A, B, C

   20% to 50%

3. Much less likely to withdraw

   3% to 13%

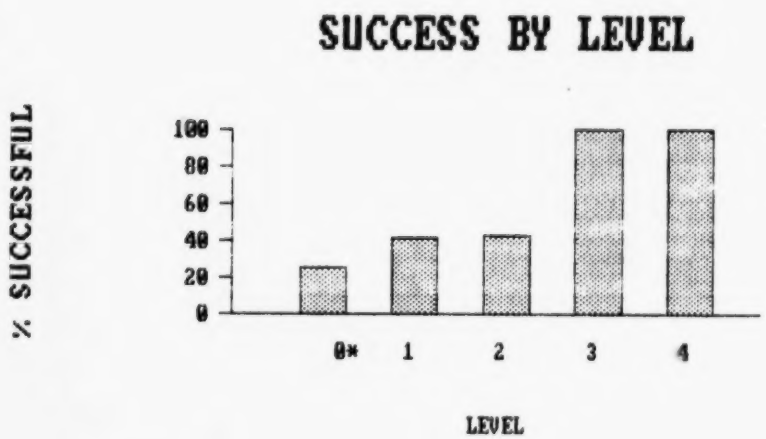
2. History 21: Success by Level

LEVEL	% SUC	% NONSUC (D, F, NC)	% NONCOMPL (W & I)
0*	25	75	0
1	42	42	17
2	43	50	7
3	100	0	0
4	100	0	0

* Indicates an "N" of less than 6.

Chi Square = 20.19 significant at the .01 level

Contingency coefficient = .54



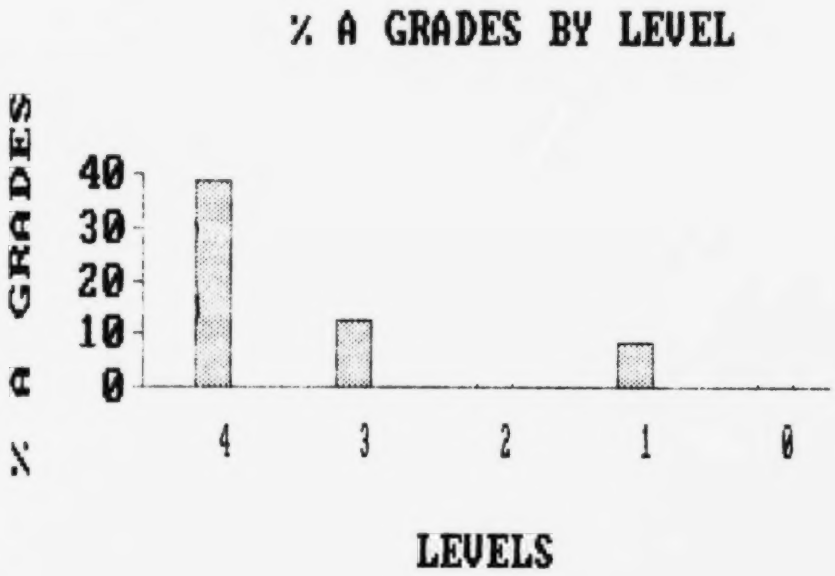
Comments

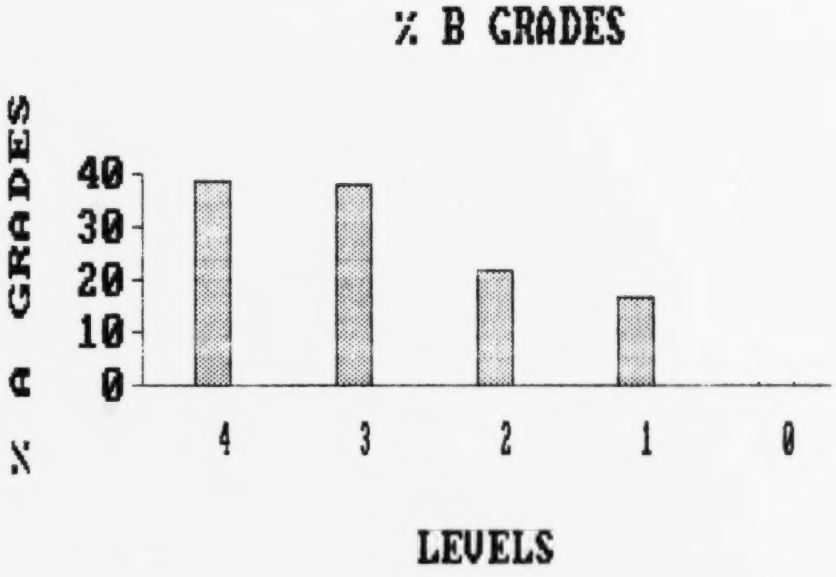
The higher the reading and writing level, the more likely a student is to succeed in History 21.

3. History 21: Grades by Level

GRADE

LEVEL	# A	% A	# B	% B	# C	% C	# D	% D	# F	% F	# W&I	% W&I	TOT #	TOT %
4	5	38	5	38	3	23	0	0	0	0	0	0	13	100
3	1	13	3	38	4	50	0	0	0	0	0	0	8	100
2	0	0	3	21	3	21	3	21	4	29	1	7	14	100
1	1	8	2	17	2	17	0	0	5	42	2	17	12	100
0	0	0	0	0	1	25	0	0	3	75	0	0	4	100





Comments

Students at higher reading and writing levels definitely had higher proportions of A and B grades as follows:

Level	A	B	A + B	N
Level 4	38%	38%	76%	13
Level 3	13%	38%	51%	8
Level 2	0%	21%	21%	14
Level 1	8%	17%	25%	12
Level 0	0%	0%	0%	4

Only 21% of the students who met only the minimum prerequisite of Level 2 received A and/or B grades. Three (3) of 12 (25%) received A and/B grades who scored at Level 1. None of the students below Level 1 received an A or B grade.

Clearly, the higher the reading and writing skills, the more likely the student is to receive an A or B grade in History 21.

E. HISTORY 22: MEXICAN AMERICAN HISTORY

1. History 22: Success, Nonsuccess (excluding withdrawals and noncompletes), and Noncompletion (withdrawals and noncompletes) for those above and below the prerequisite level.

	SUCCESS	NONSUCCESS (EXCL. W & I)	NONCOMPLETION (W & I)
LEVEL 2 & ABOVE	N = 32	N = 2	N = 4
	% = 84	% = 5	% = 11
BELOW LEVEL 2	N = 1	N = 4	N = 4
	% = 11	% = 44	% = 44

Chi Square = 19.21 significant at the .001 level.

Contingency coefficient = .54

Comments

Students in History 22 who are at or above Level 2 compared to those below are:

1. Much more apt to succeed

   84% to 11%

2. Much less likely to receive letter grades other than A, B, C

   5% to 44%

3. Much less likely to withdraw

   11% to 44%

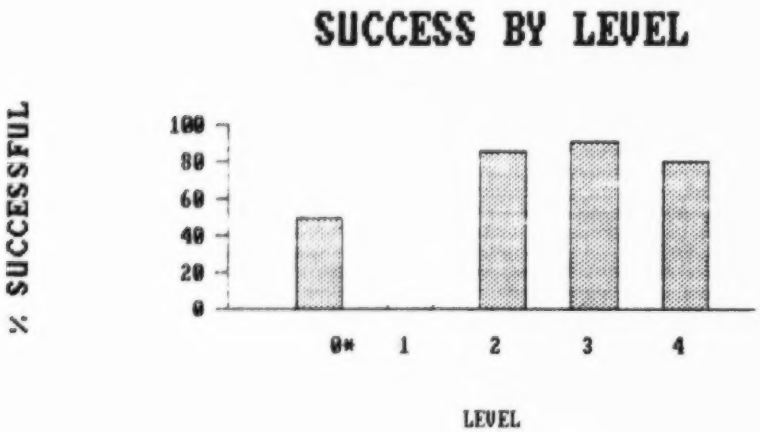
2. History 22: Success by Level

LEVEL	% SUC	% NONSUC (D, F, NC)	% NONCOMPL (W, NC)
0*	50	0	50
1	0	57	43
2	85	0	15
3	90	10	0
4	80	7	13

* Indicates an "N" of less than 6.

Chi Square = 25.25 significant at the .005 level

Contingency coefficient = .59



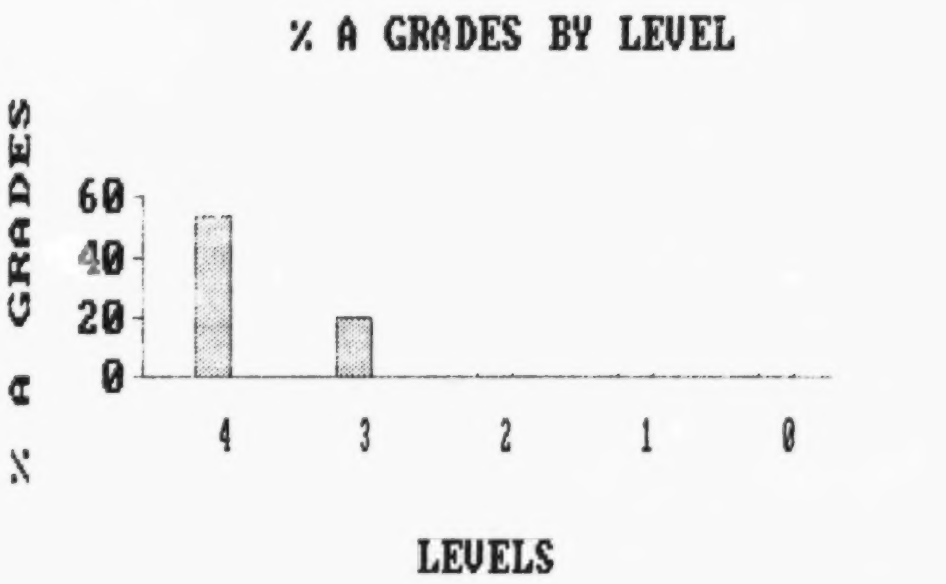
Comments

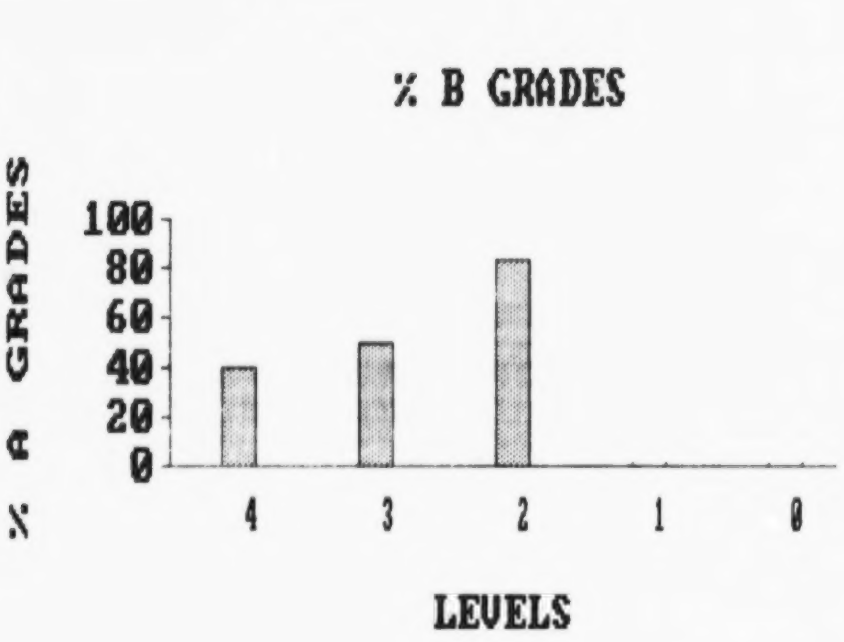
The higher the reading and writing level, the more likely a student is to succeed in History 22.

The N = 6 and N = 1 for Levels 1 and 0, respectively, make interpretation less certain for these levels.

3. History 22: Grades by Level

	GRADE															
LEVEL	# A	% A	# B	% B	# C	% C	# D	% D	# F	% F	# W&I	% W&I	TOT #	TOT %
4	8	53	6	40	0	0	1	7	0	0	0	0	15	100
3	2	20	5	50	2	20	1	10	0	0	0	0	10	100
2	0	0	10	83	1	8	0	0	0	0	1	8	12	100
1	0	0	0	0	0	0	3	50	1	17	2	33	6	100
0	0	0	0	0	1	100	0	0	0	0	0	0	1	100





Comments

Students at higher reading and writing levels definitely had higher proportions of A and B grades as follows:

Level	A	B	A + B	N
Level 4	53%	40%	93%	15
Level 3	20%	50%	70%	10
Level 2	0%	83%	83%	12
Level 1	0%	0%	0%	6
Level 0	0%	0%	0%	1

Although ten of 12 (83%) of the Level 2 students received B grades, none received A grades.

Even though a large percentage of Level 4, 3, and 2 students received A or B grades, students at lower levels did not reap these plentiful grades. None of the seven students below Level 2 received a grade of A or B.

Clearly, the higher reading and writing skills relate to success in History 22.

F. HISTORY 24: AMERICAN INDIAN HISTORY

1. History 24: Success, Nonsuccess (excluding withdrawals and noncompletes), and Noncompletion (withdrawals and noncompletes) for those above and below the prerequisite level.

	SUCCESS	NONSUCCESS (EXCL. W & I)	NONCOMPLETION (W & I)
LEVEL 2 & ABOVE	N = 29	N = 1	N = 3
	% = 88	% = 3	% = 9
BELOW LEVEL 2	N = 1	N = 0	N = 1
	% = 50	% = 0	% = 50

Chi Square = 3.14 (not statistically significant).

A value of 3.80 is needed for the .025 level.

Contingency coefficient = .29

Comments

Students in History 24 who are at or above Level 2 compared to those below are:

1. Much more apt to succeed

   88% to 50%

2. About as likely to receive letter grades other than A, B, C

   3% to 0%

3. Much less likely to withdraw

   9% to 50%

2. History 24: Success by Level

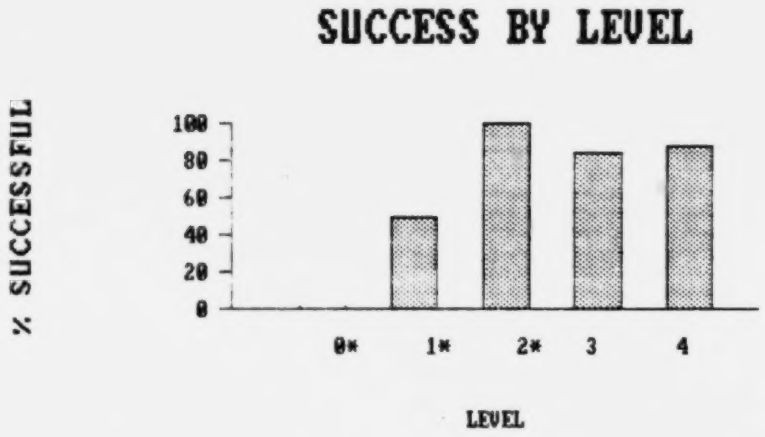
LEVEL	% SUC	% NONSUC (D, F, NC)	% NONCOMPL (W & I)
0*	0	0	0
1*	50	0	50
2*	100	0	0
3	84	0	17
4	88	6	6

* Indicates an "N" of less than 6.

Chi Square = 5.28 (not statistically significant).

A value of 15.5 is needed for the .05 level

Contingency coefficient = .36



Comments

The higher the reading and writing level, the more likely a student is to succeed in History 24, with the exception of Level 2.

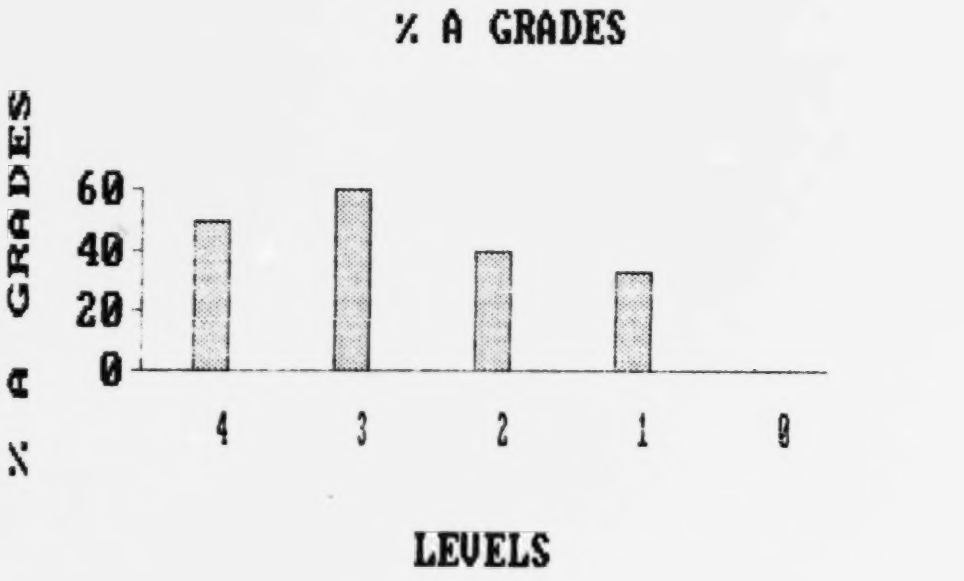
An N = 5 for Level 2 makes it difficult to know whether the high success rate is a chance event or reflective of some unknown variable.

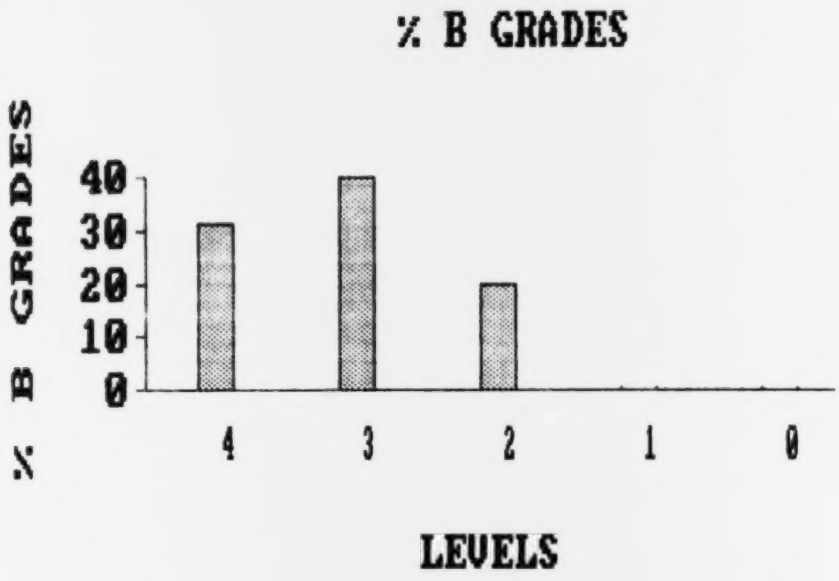
*Indicates a small N.

3. History 24: Grades by Level

GRADES BY LEVEL

LEVEL	# A	% A	# B	% B	# C	% C	# D	% D	# F	% F	# W&I	% W&I	TOT #	TOT %
4	8	50	5	31	2	13	1	6	0	0	0	0	16	100
3	6	60	4	40	0	0	0	0	0	0	0	0	10	100
2	2	40	1	20	1	20	0	0	0	0	1	20	5	100
1	1	33	0	0	0	0	0	0	0	0	2	67	3	100
0	0	0	0	0	0	0	0	0	0	0	0	0	0	100





Comments

Students at higher reading and writing levels definitely had higher proportions of A and B grades as follows:

Level	A	B	A + B	N
Level 4	50%	31%	81%	16
Level 3	60%	40%	100%	10
Level 2	40%	20%	60%	5
Level 1	33%	0%	33%	3
Level 0	0%	0%	0%	0

Eighty-one percent (81%) of Level 4 students received A and/or B grades. One hundred percent (100%) of Level 3 students received A and/or B grades.

Sixty percent (60%) of the Level 2 students meeting the minimum prerequisite received A and/or B grades.

Below Level 2, the minimum prerequisite, one of three students received an A grade.

Again, the higher the reading and writing level, the more likely students were to receive an A or B grade in History 24.

G. HISTORY 66: INTRODUCTION TO MODERN RUSSIAN HISTORY

Since the "N" was only 12 in this case, the data was not meaningful.

H. HISTORY 10B: WESTERN CULTURE

Since the "N" was only 13 in this case, the data was not meaningful.

I. ALL HISTORY COURSES

1. All History Courses: Success (S), Nonsuccess (NS) (excluding withdrawals and noncompletes), and Noncompletion (NC) (withdrawals and noncompletes) for those above and below the prerequisite level.

	#	% S above L2	#	% S below L2	#	% NS above L2	#	% NS below L2	#	% NC above L2	#	% NC below L2
HIST 17A	235	60	16	38	59	15	11	26	97	25	15	15
HIST 17B	371	58	13	24	140	22	26	48	127	20	15	28
HIST 1	229	68	30	60	62	18	13	26	46	14	7	14
HIST 21	27	77	6	38	7	20	8	50	1	3	2	13
HIST 22	32	84	1	11	2	5	4	44	4	11	4	44
HIST 24	29	88	1	50	1	3	0	0	3	9	1	50
TOTALS	923	63	67	39	271	18	62	36	278	19	44	25

Comments

Students in all History courses who were at or above Level 2 compared to those below were:

1. More apt to succeed

   63% to 39%

2. Less likely to receive letter grades of D or F.

   18% to 36%

3. Less likely to withdraw

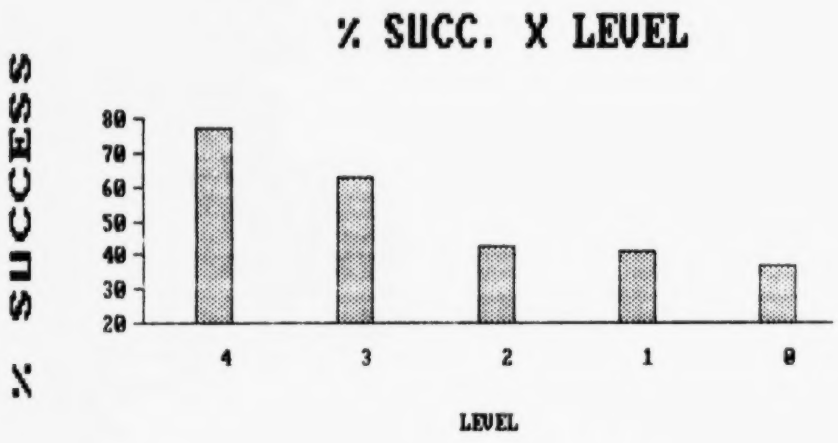
   19% to 25%

There is no doubt that meeting the reading and writing prerequisites for History courses, in general, greatly improved a student's chance for succeeding in the courses.

For History 1, all students had a good chance of succeeding regardless of prerequisite level. Sixty-one percent (61%) above Level 2 succeeded and 60% below Level 2 also succeeded.

Almost all students above Level 2 in History 22 (84%) and in History 24 (88%) succeeded.

2. All History Courses: Success by Level



Comments

When the impact of smaller N's is absorbed by aggregating the History data, there is a clear and direct relationship between prerequisite levels and success in History courses.

Students in all History courses succeed at much higher rates as their level of reading and writing skills improve:

Level	Success Rate
Level 4	77%
Level 3	62%
Level 2	43%
Level 1	41%
Level 0	36% (N = 8)

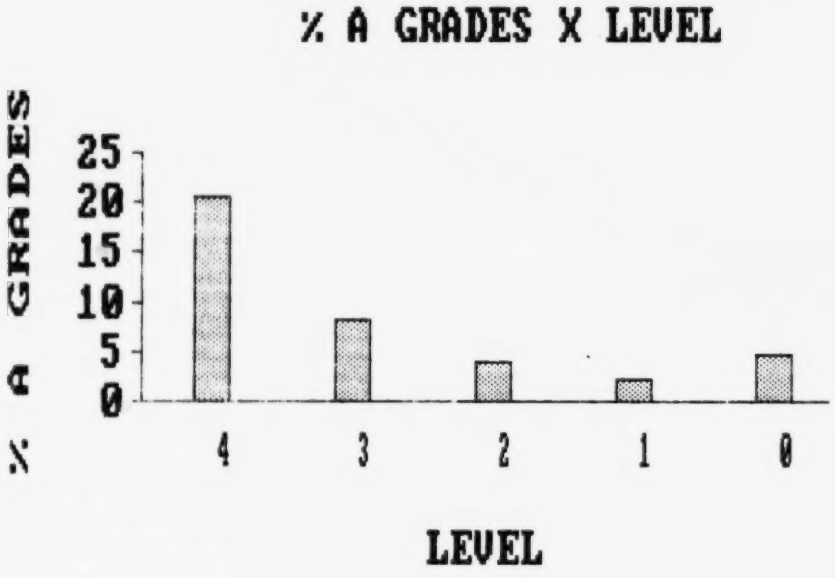
Students who meet only the minimum prerequisite of Level 2 have less than a 50% chance (43%) of succeeding in History courses.

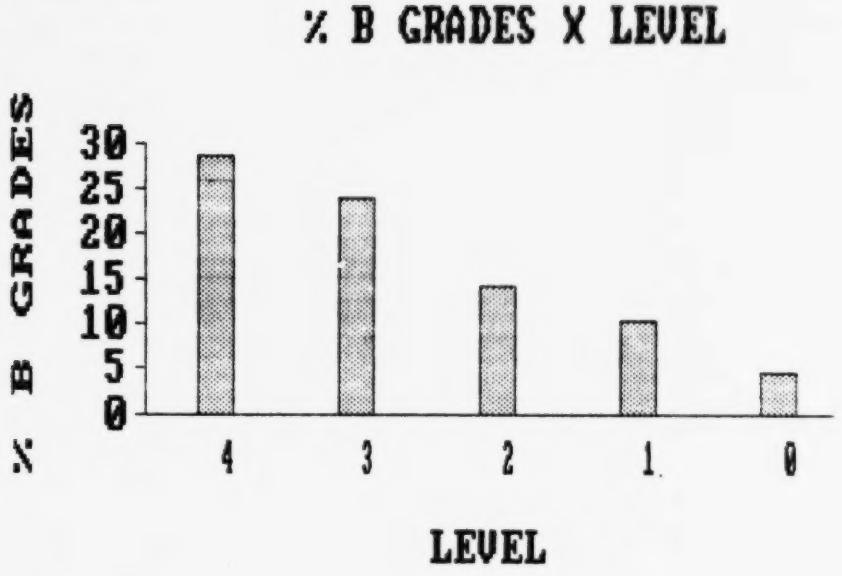
In order to ensure that over 50% of students in History would succeed, a Level 3 prerequisite would be needed.

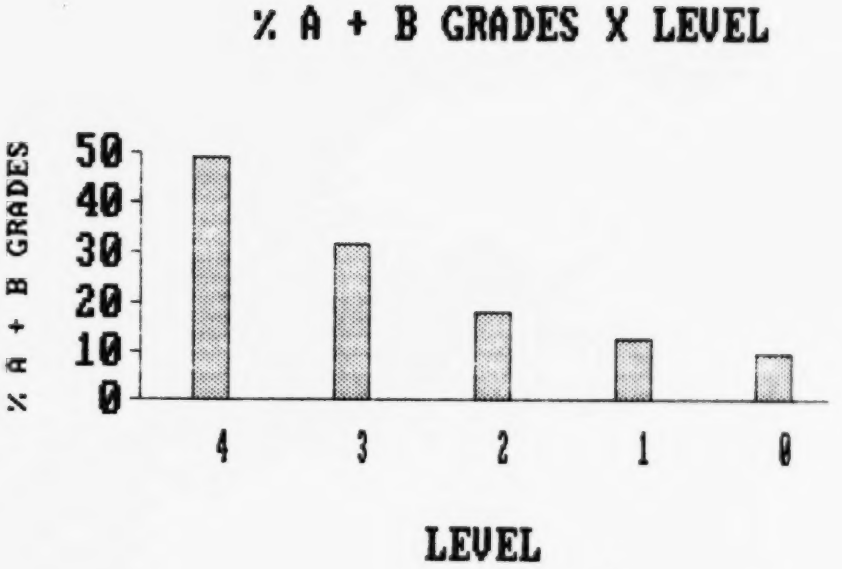
3. All History: Grades by Level

ALL HISTORY: GRADES BY LEVEL

LEVEL	# A	% A	# B	% B	# C	% C	# D	% D	# F	% F	# W&I	% W&I	TOT #	TOT %	# SUCC	% SUCC	% A + B
4	110	21	153	29	149	28	45	8	16	3	60	11	533	100	412	77	49
3	47	8	135	24	173	30	48	8	52	9	115	20	570	100	355	62	32
2	14	4	51	14	89	25	47	13	58	16	103	28	362	100	154	43	18
1	3	2	15	10	41	28	21	14	31	21	34	23	145	100	59	41	12
0	1	5	1	5	6	27	1	5	7	32	6	27	22	100	8	36	9




% B GRADES X LEVEL
% B GRADES
30
25
20
15
10
5
0
4
3
2
1
0
LEVEL


% A + B GRADES X LEVEL
% A + B GRADES
50
40
30
20
10
0
4
3
2
1
0
LEVEL

Comments

Students in all History courses are much more likely to receive A and B grades the more reading and writing courses they have in their backgrounds.

Level	% A + B	N
4	49%	263
3	32%	182
2	18%	65
1	12%	18
0	9%	2

If a student wanted an even chance (49%) of receiving an A or B grade in History, he or she would have had to have completed Level 4 (English 1A) prior to taking History.

A student with a minimum Level 2 prerequisite had only an 18% chance of receiving an A or B grade.

Twelve percent (12%) of students with Level 1 received an A or B grade.

Two of 22 (9%) students below Level 1 received an A or B grade.

IV. RESULTS FOR QUESTION #2: DOES MEETING A BASIC SKILLS PREREQUISITE THROUGH A TEST SCORE PREDICT SUCCESS IN HISTORY DIFFERENTLY THAN MEETING A BASIC SKILLS PREREQUISITE THROUGH PASSING APPROPRIATE DEVELOPMENTAL COURSES?

A. HISTORY 17A: HISTORY OF THE U. S.

1. History 17A: Success, Nonsuccess (excluding withdrawals and noncompletes), and Noncompletion (withdrawals and noncompletes) for those who met basic skills prerequisites through test and developmental courses.

ENTRY BY	SUCCESS	NONSUCCESS (EXCL. W & I)	NONCOMPLETION (W & I)
TEST	N = 67	N = 23	N = 26
	% = 58	% = 20	% = 22
COURSE	N = 166	N = 34	N = 63
	% = 63	% = 13	% = 24

Chi Square = 3.01 (not statistically significant).

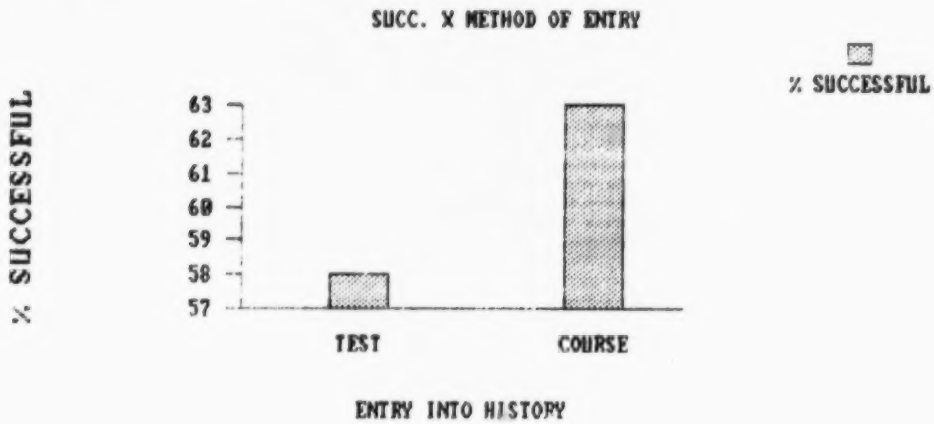
A value of 6.0 is needed for the .05 level.

Contingency coefficient = .09

2. History 17A: Success by Method of Entry

Students can enter History either by taking prerequisite reading and writing courses or by passing a placement test. The following table and chart indicate the percent of students who took the test and succeeded compared with those who took the courses and succeeded.

ENTRY BY	% SUCCESSFUL
TEST	58
COURSE	63



Comments

Students in History 17A who complete coursework were slightly more apt to succeed than students who take a test only, at:

63% to 58%

B. HISTORY 17B: HISTORY OF THE U. S.

1. History 17B: Success, Nonsuccess (excluding withdrawals and noncompletes), and Noncompletion (withdrawals and noncompletes) for those who met basic skills prerequisites through test and developmental courses.

ENTRY BY	SUCCESS	NONSUCCESS (EXCL. W & I)	NONCOMPLETION (W & I)
TEST	N = 82	N = 46	N = 61
	% = 43	% = 24	% = 32
COURSE	N = 279	N = 94	N = 66
	% = 64	% = 21	% = 15

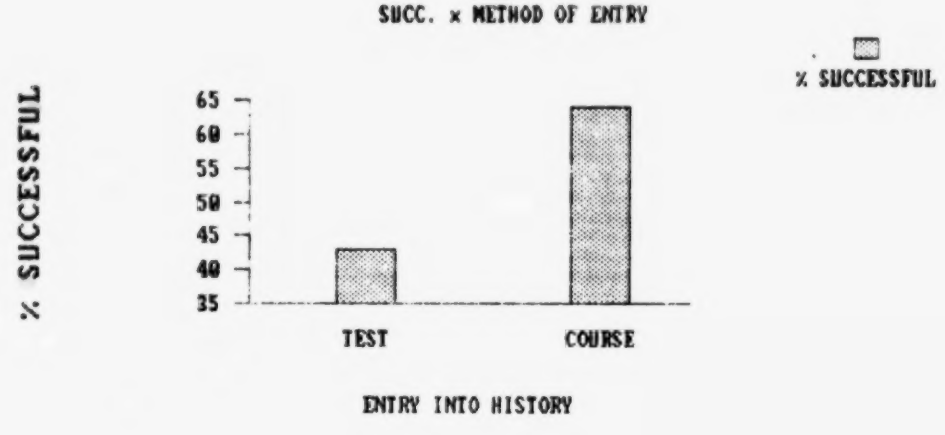
Chi Square = 29.29 significant at the .001 level.

Contingency coefficient = .21

2. History 17B: Success by Method of Entry

Students can enter History either by taking prerequisite reading and writing courses or by passing a placement test. The following table and chart indicate the percent of students who took the test and succeeded compared with those who took the courses and succeeded.

ENTRY BY	% SUCCESSFUL
TEST	43
COURSE	64



Comments

Students in History 17B who complete coursework were more apt to succeed than students who take a test only, at:

64% to 43%

C. HISTORY 1: SURVEY OF AMERICAN HISTORY

1. History 1: Success, Nonsuccess (excluding withdrawals and noncompletes), and Noncompletion (withdrawals and noncompletes) for those who met basic skills prerequisites through test and developmental courses.

ENTRY BY	SUCCESS	NONSUCCESS (EXCL. W & I)	NONCOMPLETION (W & I)
TEST	N = 51	N = 29	N = 17
	% = 53	% = 30	% = 17
COURSE	N = 185	N = 32	N = 40
	% = 72	% = 12	% = 16

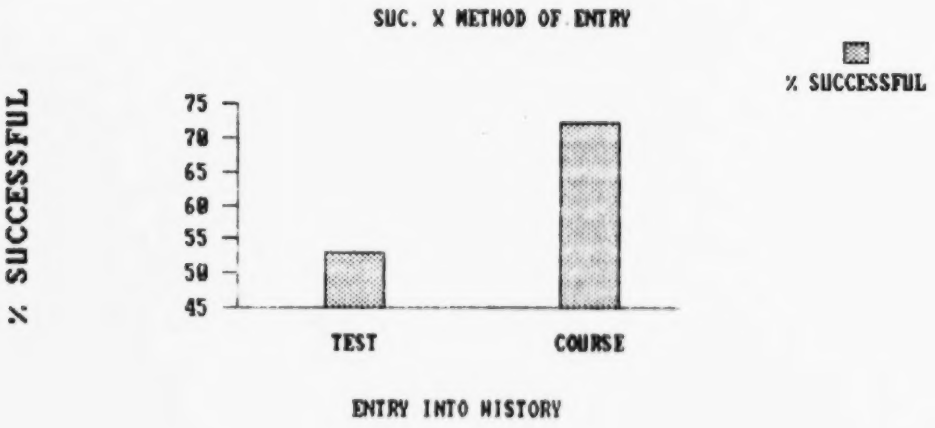
Chi Square = 16.58 significant at the .001 level.

Contingency coefficient = .21

2. History 1: Success by Method of Entry

Students can enter History either by taking prerequisite reading and writing courses or by passing a placement test. The following table and chart indicate the percent of students who took the test and succeeded compared with those who took the courses and succeeded.

ENTRY BY	% SUCCESSFUL
TEST	53
COURSE	72



Comments

Students in History 1 who complete coursework were more apt to succeed than students who take a test only, at:

72% to 53%

D. HISTORY 21: AFRO-AMERICAN HISTORY

1. History 21: Success, Nonsuccess (excluding withdrawals and noncompletes), and Noncompletion (withdrawals and noncompletes) for those who met basic skills prerequisites through test and developmental courses.

ENTRY BY	SUCCESS	NONSUCCESS (EXCL. W & I)	NONCOMPLETION (W & I)
TEST	N = 7	N = 3	N = 1
	% = 64	% = 27	% = 9
COURSE	N = 20	N = 4	N = 0
	% = 83	% = 17	% = 0

Chi Square = 2.99 (not statistically significant).

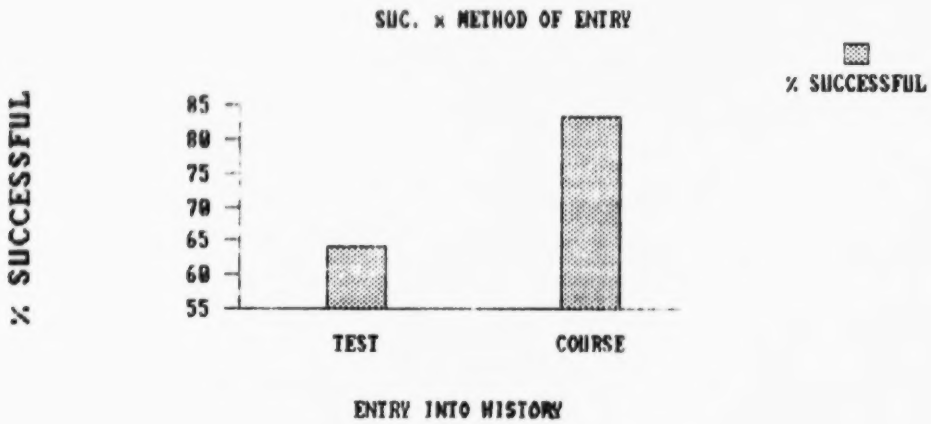
A value of 6.0 is needed for the .05 level.

Contingency coefficient = .28

2. History 21: Success by Method of Entry

Students can enter History either by taking prerequisite reading and writing courses or by passing a placement test. The following table and chart indicate the percent of students who took the test and succeeded compared with those who took the courses and succeeded.

ENTRY BY	% SUCCESSFUL
TEST	64
COURSE	83



Comments

Students in History 21 who complete coursework were more apt to succeed than students who take a test only, at:

83% to 64%

E. HISTORY 22: MEXICAN AMERICAN HISTORY

1. History 22: Success, Nonsuccess (excluding withdrawals and noncompletes), and Noncompletion (withdrawals and incompletes) for those who met basic skills prerequisites through test and developmental courses.

ENTRY BY	SUCCESS	NONSUCCESS (EXCL. W & I)	NONCOMPLETION (W & I)
TEST	N = 14	N = 1	N = 1
	% = 88	% = 6	% = 6
COURSE	N = 18	N = 1	N = 3
	% = 81	% = 5	% = 14

Chi Square = .57 (not statistically significant).

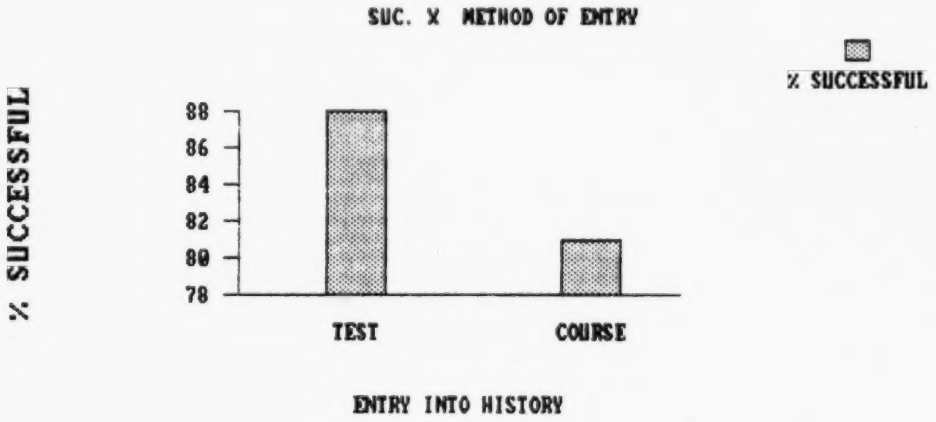
A value of 6.0 is needed for the .05 level.

Contingency coefficient = .12

2. History 22: Success by Method of Entry

Students can enter History either by taking prerequisite reading and writing courses or by passing a placement test. The following table and chart indicate the percent of students who took the test and succeeded compared with those who took the courses and succeeded.

ENTRY BY	% SUCCESSFUL
TEST	88
COURSE	81



Comments

Students in History 22 who complete coursework were slightly less apt to succeed than students who take a test only, at:

81% to 88%

F. HISTORY 24: AMERICAN INDIAN HISTORY

1. History 24: Success, Nonsuccess (excluding withdrawals and incompletes), and Noncompletion (withdrawals and incompletes) for those who met basic skills prerequisites through test and developmental courses.

ENTRY BY	SUCCESS	NONSUCCESS (EXCL. W & I)	NONCOMPLETION (W & I)
TEST	N = 7	N = 0	N = 1
	% = 88	% = 0	% = 12
COURSE	N = 22	N = 1	N = 2
	% = 88	% = 4	% = 8

Chi Square = .46 (not statistically significant).

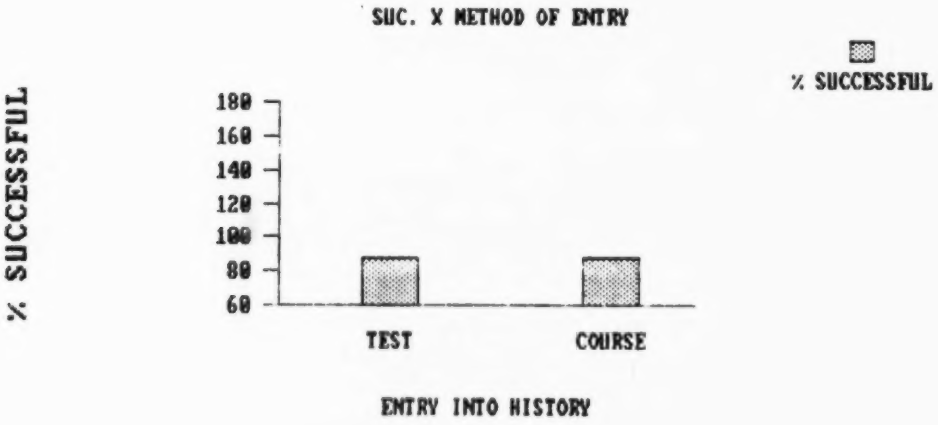
A value of 6.0 is needed for the .05 level.

Contingency coefficient = .12

2. History 24: Success by Method of Entry

Students can enter History either by taking prerequisite reading and writing courses or by passing a placement test. The following table and chart indicate the percent of students who took the test and succeeded compared with those who took the courses and succeeded.

ENTRY BY	% SUCCESSFUL
TEST	88
COURSE	88



Comments

Students in History 24 who complete coursework are just as apt to succeed as students who take a test only:

88% to 88%

G. HISTORY 66: INTRODUCTION TO MODERN RUSSIAN HISTORY

Since the "N" was only 11 in this case, the data was not meaningful.

H. HISTORY 10B: WESTERN CULTURE

Since the "N" was only 13 in this case, the data was not meaningful.

I. ALL HISTORY COURSES

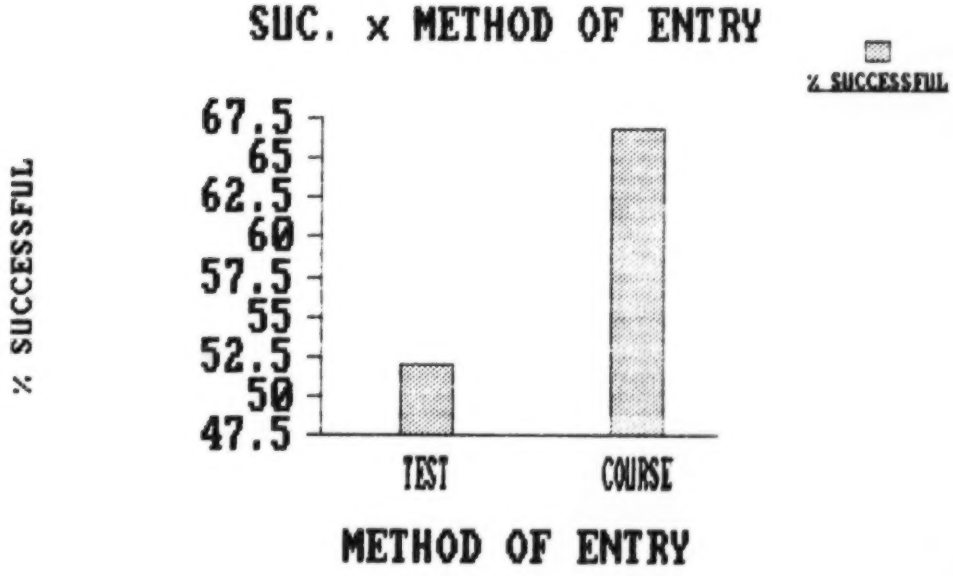
1. All History: Success, Nonsuccess (excluding withdrawals and incompletes), and Noncompletion (withdrawals and incompletes) for those who met basic skills prerequisites through test and developmental courses.

	Success Test		Success Course		Nonsucc. Test		Nonsucc. Course		Noncompl. Test		Noncompl. course	
	N	%	N	%	N	%	N	%	N	%	N	%
History 17A	67	58	166	63	23	20	34	13	26	22	63	24
History 17B	82	43	279	64	46	24	94	21	61	32	66	15
History 1	51	53	105	72	29	30	32	12	17	17	40	16
History 21	7	64	20	83	3	27	4	17	1	9	0	0
History 22	14	88	18	81	1	6	1	5	1	6	3	14
History 24	7	88	22	88	0	0	1	4	1	12	2	8
Totals	228	52	690	67	102	23	166	16	107	24	174	17

2. All History: Success by Method of Entry

Students can enter History either by taking prerequisite reading and writing courses or by passing a placement test. The following table and chart indicate the percent of students who took the test and succeeded compared with those who took the courses and succeeded.

ENTRY BY	% SUCCESSFUL
TEST	52
COURSE	67



Comments

Students in all History courses who complete coursework are more apt to succeed than students who take a test only:

67% to 52%

Students who enter by way of test scores are also much more apt to be first time students to college, while students who have previous coursework are apt to have previous college experience in basic skills courses, as well as other courses. Previous college experience, together with passing basic skill prerequisite courses, resulted in greater success than taking a test only and immediately entering History.

In History 22 and 24, previous coursework is not as critical. The students' chances of succeeding were almost the same (81% and 88%, respectively) whether entering by way of previous coursework or by way of a test.

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